The Romani Holocaust
O Baró Porrajmos
Lesson Plan

Topic/Time/Duration
Topic: The Holocaust
2 Periods
1.5 hours
25 pupils – Year 3/4

Aims & outcomes

The aim of this lesson is to introduce the pupils/students to the topic of the Romani Holocaust, its causes, the significant events and sites associated with the events, the sequence of those events, terminology, and the groups involved. By the end of the lesson, the pupils/students will have developed a better understanding of the event, the groups involved, its historical, social, and geographical contexts, and learned some clear, coherent, and reliable data regarding the event, i.e., numbers of Sinti, Roma, and other Gypsy groups that perished at the hands of the Nazis, 1936 to 1945.

Structure & sequence
Time/Teacher activity/
Pupil activity

9:30/teacher introduction/
pupils listening
9:40/teacher introduces
timeline/pupils Q&A
9:55/teacher shows maps/
pupils study maps in pairs
10:05/teacher identifies key
terms and definitions/
pupils Q&A
10:20/teacher uses HMDT
learning resource material on
Roma & Sinti in Germany/
pupils study material in small
groups
10:40/teacher introduces
key texts from JGLS to look at
testimony from Roma & Sinti/
pupils read texts and discuss
11:00/finish

Materials & equipment

- The HMDT Romani Holocaust, *O Baró Porrajmos* Learning Resource pack,
- Large maps of the European continent, with state borders, c.1933
- Maps of Nazi Germany's aggressive European expansion, 1936 to 1942
- Access to the Internet to carry out learner directed research
- Key texts, *Journal of the Gypsy Lore Society*, vol.25/26, Parts 1-4, January to October 1946: Vanya Kochanowski; Matéo Maximoff; Frédéric Max
- Council of Europe's Romani history factsheets – the Romani Holocaust
- Pens, paper, markers, highlighters
- Laptops, tablets, desktop computers with Internet access (Computer Assisted Learning)
- Computer Mediated Tutoring (CMT) video-conferencing software for distance-learning/at-home learning – such as Zoom, Teams, Skype, FaceTime, etc.

Self-evaluation
What was successful?
What was less successful?
Where is there room for
improvement?

Previous knowledge assumed

The pupils/students may have some previous general knowledge regarding the topic of the Holocaust, from commemoration events, news, television and media documentaries.

Pupils/students may also have some knowledge of the topic from controversial statements and remarks that have drawn attention in the media and press, made by politicians, entertainers, and public figures, over the past few years.

The pupils may have some understanding that the Holocaust was not just an event that impacted upon Europe's Jewish people, 1936 to 1945, but that included Sinti and Roma (Gypsies).

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However, many pupils/students may have little knowledge of the actual details of the Romani Holocaust, and some may have no knowledge of the context, causes, events, timeline, or impacts and may have little detailed understanding of the importance of this topic in the wider context of Holocaust Studies.

Brief summary of content

The lesson will begin with an overview of the topic, an introduction to the Romani Holocaust in its context of the wider Holocaust, a look at a timeline of the Romani Holocaust, its causes, impacts, and outcomes. A particular discussion around why the topic has been so often ignored or 'forgotten' will also be part of the contextualisation. The details of the events and their occurrences will be undertaken, with pupils/students carrying out Internet searches to bring their own learning to the lesson.

Finally, the lesson will conclude with a Q&A around the topic as it has been discussed, as part of the assessment of pupil learning, before assigning the 'take-home' task of comparing the three personal testimonies from survivors, and excerpts from other sources (that learners can self-select) in the learning resource *Bibliography,* i.e., Ceja Stojka, Walter Winter, Sofia Taikon.

Assessment of pupil/student learning

Assessment of pupils/student learning will be through a teacher/pupil generated rubric, Q&A session towards the close of the lesson, and a take-home assignment based upon the key texts/testimonies from survivors.

Distance learning assessment will follow the same process, with submission of the 'take-home' assignment through email/or file-sharing facility of the CMT software, by a specified deadline.